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ONE

Choosing a College

CHRISTIAN EDUCATION MAGAZINE

MARCH • APRIL • 1943



At the Crossroads

In This Number



THE CHOICE OF A COLLEGE—*Editorial—B. M. M.*

THERE IS A METHODIST COLLEGE FOR YOU—*John O. Gross*

GUIDEPOSTS FOR THE SELECTION OF A COLLEGE—*G. Herbert Smith*

THE LIBERAL ARTS COLLEGE—*Boyd M. McKeown*

PREPARING FOR A PROFESSION—*Goodrich C. White*

METHODIST SCHOOLS OF THEOLOGY—*Horace G. Smith*

METHODIST COLLEGES, A FEW REMARKS—*Henry Nelson Snyder*

THE ADVANTAGES OF A WOMAN'S COLLEGE—*Clarence P. McClelland*

METHODIST JUNIOR COLLEGES—*Jesse P. Bogue*

OUR NEGRO SCHOOLS—*M. S. Davage*

FINANCING YOUR EDUCATION—*J. F. Blair*

ACCREDITMENT, ITS SIGNIFICANCE IN THE CHOICE OF A COLLEGE—*Guy E. Snavely*

STATISTICAL TABLES, METHODIST EDUCATIONAL INSTITUTIONS—*J. O. G.*

MAP AND KEY SHOWING LOCATIONS OF METHODIST INSTITUTIONS

In the Next Number

The May-June issue of CHRISTIAN EDUCATION MAGAZINE will be a special Methodist Student Day number with articles and other features relating to the day itself and to the thrilling services rendered by the Student Loan Funds of the Church which are derived from the Methodist Student Day offering.

The content of this issue will be prepared and presented with the dual purpose of, first, promoting as wide an observance as possible of Methodist Student Day in local churches on June 13; second, of providing certain enrichment materials and practical suggestions that may be helpful in carrying out an appropriate and effective local observance of this important annual feature.

CHRISTIAN EDUCATION MAGAZINE

Boyd M. McKeown, Editor

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Number 2

The Choice of a College

This issue of CHRISTIAN EDUCATION MAGAZINE presents guidance on a perennial and important problem, namely, Choosing a College. This choice is vital to young people because college constitutes their last formal training. It is of deep concern to the colleges themselves because students constitute the raw materials with which colleges work and because student enrollments are associated more or less with institutional income. The question is momentous to the church at large and to society because rightly trained and motivated products of Christian colleges are needed in local churches and in the church's larger program and in the social order.

In a war emergency the choice of a college becomes more difficult and also more significant and serious to all concerned. Perhaps, therefore, the content of this issue possesses especial timeliness.

Operating on the assumption that there is a Methodist college to meet the needs of every prospective student in Methodism the following pages set forth factual data concerning the various types of service offered in the church's program of Higher Education and present helpful suggestions and thoughtful analyses of various aspects of the problem. Comprehensive and valuable information concerning the individual institutions of the church is also to be found in the statistical tables.

No reference is made to Methodist secondary schools of which there are eleven related to the Board of Education. An inquiry addressed to the Department of Educational Institutions (General) at 810 Broadway, Nashville, Tennessee, will bring a prompt answer concerning any of the institutions in this group.

It is the hope of the editor that this number of CHRISTIAN EDUCATION MAGAZINE may have wide circulation among high school young people and other potential college students and that its content may prove valuable as reference material for pastors, church school workers and others who enjoy a counseling relationship with young people. B. M. M.



When you go to college you will find "How to Make Good in College" by Randall B. Hamrick of West Virginia Wesleyan, an indispensable companion. Briefly, it tells the green freshman how to find his way around on a college campus. Available at all Book Stores of The Methodist Publishing House.

Christian Education Magazine

There Is a Methodist College for You

JOHN O. GROSS*

Are you looking for an institution where you can take graduate work in some specialized field and earn either a Doctor's or Master's degree? There is a Methodist university that can meet your need.

Do you want to take professional work in law, medicine, dentistry, engineering, business administration, nursing, etc.? Somewhere on the list of Methodist universities you can find the school that can give you the training desired.

Are you planning to attend a graduate school in religion where you can prepare for the Christian ministry or some other form of Christian work? The Methodist Church maintains both graduate schools in religion and training schools for professional religious work.

Do you want a liberal arts college with its strong emphasis upon the humanities in a Christian atmosphere? Methodists have many liberal arts colleges for your consideration.

Are you interested in a liberal arts college where there is found a special emphasis upon art, dramatics, music, or speech? You will not have to compromise with your ideals to attend a Methodist school for several rank as superior in one or more of these fields.

Do you desire a college with a vocational emphasis in business, journalism, science, teacher training, social service, religious education? Again, Methodist institutions have forecasted your need.

Is it collegiate training to prepare you for admission to some profession, the ministry, law, medicine, engineering, etc.? In Methodist schools pre-professional courses, along the broad training in general culture, are possible.

Is it a junior college where you can get the first two years of general college work? Or do you face the alternative of only two years and need a program of special terminal education? The Methodist Junior Colleges are ready to help you with your plans.

Do you desire to attend a Women's College? A Men's College? A co-educational college? A junior college? A liberal arts college in a university? A college in a section other than where you live? A college in a city? In a small town? One with national fraternities or sororities, or a school without either? A place where you may work for your expenses? No matter what may be your educational hope, there is a Methodist institution somewhere that will fit your need! The Department of Institutions, General, of the Board of Education, 810 Broadway, Nashville, will be glad to furnish information.

* Secretary, Department of Institutions, General, Board of Education.

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The church college must be what the church wants it to be. That does not mean that it must fear criticism, be ruled by expediency, "toady" to the church, or fail to exercise real leadership in the church; it means that it must center heart and soul upon its one big job—namely, doing a distinctive type of training for Christian leadership in all walks of life.

Christian Education Magazine

Guideposts for the Selection of a College

G. HERBERT SMITH *

John Sykes went to Midtown College because the high school math teacher who was so cordially disliked had remarked that he wouldn't send a yellow dog to Midtown. From that moment John's mind was made up—it was Midtown for him! Unfortunately, the majority of young people make the first important decision of their lives, that of choosing their college, on no better basis of consideration. Of course, if you are from a college-going family you may not choose your college at all—you are likely to "inherit" it with your religion, your politics and your wavy hair!

The actual records taken from five freshman classes on two campuses reveal that if you do exercise a free choice in the selection of your college, the greatest factor in influencing your decision is the presence of a particular friend on a certain campus. The second influence most frequently mentioned is the advice of an alumnus of the college who may or may not be a teacher in the high school. In this latter instance, the consideration may sometimes be classed legitimately as guidance, but more often not.

If you are serious about the problem of selecting the right college, it is well for you to keep in mind that the college which best meets the needs of your friend may not be at all satisfactory for you. More than that—high school friendships, particularly if they happen to be with those of the opposite sex, are rarely the lasting friendships of life. After three months on a college campus, the presence of a "particular" high school friend may prove to be embarrassing rather than all important. A friend on a certain campus definitely is not a legitimate basis for selecting a college.

There are, however, a number of well determined criteria on which you may make a sensible choice of your college. You should select a recognized college which has maintained academic standards and which is assured of a position of continued educational leadership. You need not attempt to judge these standards since there are accrediting agencies which evaluate the work of colleges and place them upon approved lists if they measure up to approved specifications. Such information is available to all. The American Council on Education volume, *American Universities and Colleges*, provides a convenient summary of essential information on history, location, courses of study, financial support, equipment, faculty and size of student body. This material is arranged in form to use in making comparisons. College catalogs are oftentimes dry reading but they do provide significant information if you can interpret it. These bulletins are available upon request, and their listing of faculty with their preparation, course of study, enrollment of students, and ratio of faculty to students will give you a more significant picture of the college than the illustrated promotional literature. The degrees earned by the faculty will indicate their preparation, and while they cannot guarantee effective teaching, they provide a significant indication. Your college should be one which, first, will teach you to think; and second, can give you excellent instruction along the lines of your major. Select your college with these points in mind, and choose one which excels in the field. If you wish to study pre-medics, then pay particular attention to the strength of the science departments.

* President, Willamette University.

Christian Education Magazine

It is also advisable to investigate the success of the recent graduates who are engaged in your anticipated vocation.

If possible, it is highly desirable that you pay personal visits to the campuses which you have under consideration, and it is well to make these visits while college is in session. Only in this way can you discover the spirit of the campus and determine whether or not you would fit into the student body. A brief campus visit will permit conversation with faculty and students, as well as an opportunity to observe conduct and attitudes which will give you some idea of the ideals of the campus. Ideals differ on different campuses. Some colleges give definite attention to the spiritual, moral and social development of their students, as well as the mental. It is up to you to choose what you desire. American colleges fall into three general classes—the church-related Christian colleges, independent colleges, and the public tax-supported institutions. The Christian college has been described as the educational institution which introduces its students to "the beauties of literature, the findings of science, the lessons of history, and the reflections of philosophy by one who is a competent scholar, a successful teacher, and at the same time, an earnest Christian man."

If you do go to the time and trouble to collect the information on which to make an intelligent decision, then let me urge you to make the facts the basis of your selection. Joe Merril studied catalogs, visited colleges, took vocational aptitude tests and conferred with guidance officers. On the basis of all he could learn, it seemed advisable for him to select a high grade academic institution of medium size, devoted to liberal arts. He applied and was admitted pending the completion of his high school course, to a midwestern college which met these specifications. Some time later the admissions officer of the college of his choice visited the Merril home and Joe announced that he had changed his mind and would enroll in a large university in Colorado. When asked for the basis of this radical change, he replied: "I got a new pair of skis for Christmas!"

Professional Training

What kind of special training is expected of a person who plans to enter one of the learned professions? Dr. Guy E. Snavely says that the graduate professional schools prefer "neophytes with broad training in general culture. A leader in any profession feels the absolute need of the general culture attained by a certain amount of liberal arts education." It becomes increasingly evident that the persons best prepared for any professions are the ones who have a broad educational base.

There is, however, a recognized demand for the socalled pre-professional courses in medicine, law, engineering, dentistry, journalism, business administration, etc. If the Methodist college of one section does not offer the required courses in some profession for admission to a graduate school, there is a Methodist college somewhere that does. Help in finding it will be given to any young person by the Division of Educational Institutions (General), of the Board of Education, 810 Broadway, Nashville, Tenn.

Christian Education Magazine

The Liberal Arts College

BOYD M. McKEOWN

The Church has always espoused the cause of liberal education and most of its colleges have been liberal arts institutions. It adheres to the belief that persons are the supreme value in the universe and that a broad training in the arts of life contributes much more to the development of persons than does the acquisition of technical or vocational skills.

It might be found difficult to give scientifically exact answers to such questions as "What is a liberal education?" and "What are liberal arts courses?" Answers would vary from decade to decade for although liberal arts emphases do not shift readily they do change and modifications occur in liberal colleges and in their offerings in line with the social structure in which they are situated.

In a series of general observations concerning the purposes, nature and content of liberal arts, however, perhaps no better starting place can be found than with certain words of Vergerius at the beginning of the Renaissance: "We call those studies liberal which are worthy of a free man; those studies by which we attain and practice wisdom and virtue, that education which calls forth, trains and develops those highest gifts of body and mind which ennable men."

Norman Foerster has said: "The liberal college is nothing more or less than a place which renders possible the growth into maturity of free men and women, not wage slaves or salary slaves nor slaves to the senses and passions. Its aim is . . . to send into society enough thoughtful and high minded persons to elevate the tone of life and provide a sound leadership. Persons whose words and deeds possess a courage and truth to which others will be tempted to rally."¹

Let us say then that liberal education values life itself more highly than merely making a living. It believes that human values are more important even than science because it is human values that determine the uses to which the inventions and discoveries of science shall be put. It seeks, therefore, through a wide range of enrichment courses to develop life along all dimensions and in its every worthy capacity.

Liberal arts colleges exist, among other things, to spread cultural holiness through the land. America is still a new nation and our people thus far have been busy with pioneering and as compared with the populations of some older nations, have found relatively little time or opportunity for the pursuit of cultural values. An ancient Persian maxim reads, "If thou has two loaves of bread go quickly, sell one of them and buy flowers, for the soul also must be fed." The liberal arts seek to hold mercenary aggrandizement in check in order that the soul may also be fed.

Liberal education prepares for constructive use of leisure time. Better training in this area leads definitely to more complete living. The liberal arts college provides such enrichment of mind that its graduates are dependent neither on their immediate environments nor on Hollywood for their entertainment.

In the broadest and best sense liberal education contributes to one's basic

¹ Foerster, Norman: *The Future of the Liberal College*; Appleton-Century; 1938,

Christian Education Magazine

philosophy of life. Liberal arts train men and women who will help leaven the whole world with a philosophy of life that will transform rather than conform and with appreciation of the unity of life will uphold moral and spiritual values.

There is about the liberal arts in education a certain conservative stability which is of especial value in times of hectic change. The colleges of liberal arts serve to hold education and society on an even keel in spite of innumerable educational and social theories. Recognizing the necessity of change, liberal education insists that changes be valid and constructive. The rule and guide to its faith and practice is "Prove all things; hold fast to that which is good."

The liberal arts have a tradition of thoroughness, as well as breadth, and of freedom from restraint and regimentation. They inculcate sound thinking and reasoned judgment, habits which are not of mushroom growth but which are the results of long and disciplined practice in many fields of thought and endeavor.

Another contribution of liberal training, though this may sound untrue and unreasonable, lies in its peculiar effectiveness in preparing its products for vocational adjustments. Dr. R. L. Kelley, long-time Executive Secretary of the Association of American Colleges, used to say, "We are preparing men and women for any kind of task which may come to them as the years go on. We are attempting in liberal colleges to educate men and women, not to train them."

It is definitely true that persons with the broad disciplines which a basic grounding in the liberal arts provides are reasonably successful in their chosen callings, that they find it easier to take up new lines of work when vocational shifts are necessary and that they are only infrequently found in the ranks of the unemployed. A small liberal arts college in the Southwest, with which I am well acquainted, graduated sixty young people in June of one of the worst years of the depression and, despite widespread unemployment, by the following November the last one of them was gainfully employed.

(Condensed from an article in *The Highroad*. Used by permission.)

But you will never be at home in the backgrounds of human life if your education is given over entirely to finding some way to exchange your labor for a living. That is necessary but that is narrow. We need machinists; but they will never be able to learn from a lathe how long and cruel the struggles for liberty have been. A slide rule will not tell you about a certain three-termed equation whereby a man is what he was and what he is and what he dreams he might become. You will hear no assertion in bookkeeping that justice is more than profits. You will not find in any test tube how tyrants brew their powers. You must be useful, yes, and gain some skill or other to pay your way. But you will be more than a shrewd busy worker who knows only where to bore to grow fat and conspicuous. *To a Citizen of Tomorrow*, by Farnsworth Crowder, Survey Graphic, January, 1943.

Christian Education Magazine

Preparing for a Profession

GOODRICH C. WHITE *

Success in a profession depends upon much more than mere technical skills. Technical skill there must be for the professional man or woman. But there must be also knowledge, adaptability to new and unexpected situations, resourcefulness, and the ability and the will to keep on learning.

Many of life's vocations not usually thought of as "professions" require like capacities in varying degree, so that the line between the "professions" and other vocations is not a sharp one. Few of the world's workers, relatively, perform only routine and mechanical tasks. By the professions in the strict sense we usually mean those callings in which there is something of the guild spirit still dominant, so that there are prescribed standards for admission to practice, usually set by members of the profession, in many instances supported by legal and governmental codes and administrative agencies. Medicine, dentistry, law, teaching, the ministry, engineering, nursing are illustrations. And other vocations are steadily attaining a definite professional status; for example, journalism, library service, social service. Business is, except in certain specialized types of work, such as accounting, still an "open" profession. But the growth of collegiate and university schools of business or commerce is evidence that in this field, too, there is felt the need for something of the same kind of preparation that is required for the traditionally recognized professions.

The curricula of the professional schools are all pretty well determined by the national associations of these schools. There is some flexibility and some variation from school to school. The pattern of studies is more rigidly set in some professional fields than others. And the professional curricula undergo modification from time to time. But in the main the programs of studies in the professional schools represent the co-operative thinking and planning of the leaders in the professions; and the path by which one becomes a member of a profession is pretty well laid out, once admission to the professional school has been gained.

Moreover, the requirements for admission to some of the professional schools specify particular studies that must be included in the "pre-professional" program. This is particularly true in the field of medicine. For other professional schools there may be few, if any, specific "prerequisites." Information concerning the "pre-professional" curricula and the requirements for admission to professional schools can and should be secured by any young man or woman who is looking ahead to a professional career and who is planning for his education.

As such information is sought it is very likely that one thing will become increasingly clear to the young person who is wisely advised and who reads thoughtfully the literature provided for him. *Specific subject-matter prerequisites are less important than breadth of educational background and quality of work done.* This is true even in those fields, such as medicine, where certain subjects are indispensable as foundation for professional study. More and more emphatically in recent years professional leaders and professional associations have urged the importance of good general education as essential to real success in professional study and in profes-

* President, Emory University, Atlanta, Ga.

Christian Education Magazine

sional practice. Students are warned against too early and too narrow specialization. There are two reasons: (1) One cannot be even a good practitioner if he is not able to see his profession in perspective and in relationships, and if he has not developed flexibility of mind, a range of interests, the power to judge and to think constructively. These are the outcomes of liberal arts education at its best. Even as a professional man, one is handicapped who cannot really read and write, and who knows nothing outside the narrow limits of his professional world. (2) The professional man must be something more than a professional man. He must be a citizen, a useful member of his community and of his church, a friend, a husband, and father. He must be a *man* as well as a practitioner. To neglect in the period of preparation those things which make for breadth of interest and for the enrichment of personality is to set limits to usefulness both as practitioner and as man.

The best advice to the young person planning for a professional career is this: Get the best possible general education you can. Include in your program of studies the specified "pre-professional" subjects, but include much, too, that has no relationship, direct or indirect, to your chosen profession. Learn how to study and how to think. Cultivate a variety of intellectual interests. Cultivate some of the arts. See to it that moral character and religious experience and understanding mature as your intellectual life matures. You will then be preparing yourself for living as well as for professional competence and success.

Our Methodist colleges offer unsurpassed opportunities for the suggested basic general education. And in the Methodist universities will be found professional schools of highest standing, in almost every field of which one can think. The list of these may be found on page 32. Our church colleges and universities invite and merit the investigation of every Methodist high school senior and of every parent of a Methodist high school senior.

"Former Warden Bell of St. Stephens College has said, 'The factor that pre-eminently sets the religious tone of an institution is the character of the leading members of the faculty and the administration. In the study of the morale of twenty-three American institutions made by R. H. Edwards, J. M. Artman, and Galen M. Fisher, the statement is made that "whenever the inquirers found an institution that had a reputation for unusual success in developing high character in the students, they discovered that there had been personalities of unusual power in the faculty or the administration."'"—James A. McClintock, *The Responsibility of the Christian College*.

"Choose and Use Your College" is a practical guide for prospective College students. It was written by Guy E. Snavely, executive director of the Association of American Colleges, a man who is intimately acquainted with colleges. It may be obtained from any Book Store operated by The Methodist Publishing House.

Christian Education Magazine

Methodist Schools of Theology

HORACE G. SMITH *

"It is a city of light." "The tree of knowledge grows there." "It is a place that teachers of men spring from and go to." "It is what you might call a castle, manned by scholarship and religion." These are the words used by one of Hardy's characters in "Jude the Obscure" to express his thoughts concerning Oxford. They might be used by the two thousand young men who are studying for the ministry this year in Methodism's nine schools of theology. Then too, they might have been used by the seven to eight thousand former students of those schools who are now serving and leading this church in its many-sided ministry all around the world.

Each of these schools has by its service created for itself a constituency or following within the Church. While each of them serves in a unique way the territory adjacent to its location, no one school is limited by conference or jurisdiction lines. They all belong to the whole church. Some of them usually have students from thirty or more states at any given time.

Let it be noted carefully that now, as for many a year past, the demand for graduates from these schools has exceeded the supply. At present the situation—due in part to the call to the chaplaincy—is distressing. In one school—seven superintendents called within one week recently, each looking for one or more men then, and two or three more in May or June. Since only three men in the graduating class were left unplaced, the case seemed quite hopeless. This urgent call for more and more seminary graduates, constitutes the highest seal of approval the church could give to the work of these schools. In the postwar world, the call for trained religious leadership will be even greater than it is at present.

Inasmuch as there is a constant temptation to Methodist young men, due to larger scholarship awards and other allurements, to enter non-denominational schools, it may be well to stress here that these are Methodist Schools in spirit and emphasis as well as in name. While there is no arrogant denominationalism, the currents of life run naturally in a loyalty that is deep, but not narrow. Bishops, Editors and Secretaries and other leaders are constant visitors in these schools. Administrative courses deal with Methodism's policies and practices. It is not by accident, but in the nature of things that a much larger percentage of those who enter our own schools, return to the ministry of our churches than of those who go to other than Methodist institutions. These schools established and supported by our church seek to live up to the challenge set forth in the *Discipline*: "It is expected that our Schools of Theology will acquaint their students with the current programs of The Methodist Church, such as its educational, missionary, social and other service programs, and with the organizations and terminology of the Church." (1101)

A school of theology may be described as the institution in which a young man completes his academic training for the ministry. Other institutions, the home—the local church—the schools, especially college—have contributed to his discipline and development. Upon the foundation laid in these other centers the theological school seeks to provide the profes-

* President, Garrett Biblical Institute, Evanston, Ill.

Christian Education Magazine

sional training—both in skill and content—that is deemed best to make of the candidate an effective minister. What the law school is to a lawyer, or the medical school is to a doctor, that is what a school of theology is to a prospective minister. These schools have become places “that teachers of men spring from and go to,” because they are “castles manned by scholarship and religion.” They are “cities of light” where “the tree of knowledge” truly grows.

The nine schools* of theology whose names appear below, salute the membership and ministry of The Methodist Church. They dedicate themselves especially to the young men and the young women, the latter being admitted on the same terms as the former—who would equip themselves for the task of “evangelizing the world,” “of christianizing the social order” or of “spreading Scriptural holiness” throughout the earth.

Boston University School of Theology, Boston, Massachusetts.

Candler School of Theology, Emory University, Georgia.

Drew Theological Seminary, Madison, New Jersey.

Duke University School of Religion, Durham, N. C.

Gammon Theological School, Atlanta, Georgia.

Garrett Biblical Institute, Evanston, Illinois.

Hilff School of Theology, Denver, Colorado.

School of Theology, Southern Methodist University, Dallas, Texas.

Westminster Theological Seminary, Westminster, Maryland.

* In addition to the schools listed here the School of Religion of the University of Southern California is accredited by the University Senate under ¶ 1097, 1940 Methodist Discipline.

“What is needed is the training of young people to realize that the great problem now is for them to help in their communities to build a better moral, social, and spiritual order. The schools must be taught by people who are well prepared and with Christian ideals and characters. Business must be conducted with more of a spirit of service and less of gouging profits. Churches must be supported and again put in their places of influence. The home must be recognized again as a permanent institution rather than a temporary trial marriage affair. The flood of drink that is being let loose on this country to produce the greatest crop of drunkards this Nation has ever known must be stopped again. The devastating effects of indecent shows and suggestive literature must be curbed and there must be a successful effort to build discipline into character.

“It will require staunch Christian leaders to accomplish these results, and there is no place to look for them except from Christian colleges.

“The cost of maintaining these colleges is slight in comparison to the losses in character and in crime costs when we fail to give such training. Education has a great tomorrow if the church will lead the way in maintaining strong Christian ideals.”—President I. J. Good, Indiana Central College.

“The church college should stand as the repository of the truth of all time to be interpreted by instructors whose faith and knowledge are rooted in the eternal truth of God.”—W. M. Alexander.

Christian Education Magazine

Methodist Colleges—A Few Remarks

The Four Year College for Men

HENRY NELSON SNYDER *

The University Senate lists 59 Liberal Arts Colleges as related more or less to The Methodist Church in the United States. These institutions have a total enrollment of 25,651 in the regular sessions in 1941-1942, a little over fifty per cent of them being women. More than one-half, 994 more, prefer other churches than The Methodist Church. Eight of these colleges are for women only, and all are in the Southern states—Virginia (2), North Carolina, South Carolina (2), Georgia (2), Alabama—with an enrollment of 2,875. There are just two senior colleges for men only in all Methodism, Randolph-Macon, Ashland, Virginia; and Wofford at Spartanburg, South Carolina. To these might be added the undergraduate, liberal arts college of Emory University, Atlanta, Georgia, since women are admitted only to Emory's graduate and professional schools. With the exception of these colleges for men and the eight colleges for women, the rest are co-educational—co-educational in the sense that the boys and girls are nearly half and half in almost all of them, with not a single college for women only in the northern section of our Church and only one college for men only.

It is to be noted that these colleges are what are called small colleges. Only two among them have approximately 1,500 students, and they are in the Middle West under the shadow of great state universities. Two enroll 800, two, more than 700, fifteen pass the 600 mark, seven have 500, eight between 400 and 500, seven above 300, seven 200 and a few more, while there are four that register below 200. Thus forty-five of these institutions runs from 683 students to 153, while thirty-three have 500 and below.

It is to be repeated therefore with emphasis that, for better or worse, these Methodist institutions are relatively small colleges of the Liberal Arts, and represent what is perhaps the most characteristic contribution of this country to Higher Education—the standard four-year American College of the Liberal Arts and Sciences. The question is not whether they want to be small colleges of this type, the probabilities being that they would like to be a little bigger, if not very much bigger. However, the compulsions of location, limitations in financial and patronage resources, and of even unhappy competitions within the denomination itself have made them what they are. Nevertheless, large or small for whatever reason, as the last citadel, and, we believe, the permanent citadel, of the mind and the spirit, in education, these colleges should go their appointed way in pride of past achievement and in the confident faith that they will be more needed tomorrow than ever before.

And now a word about the three colleges for men only. Randolph-Macon and Emory have been doing magnificent service in the training of men for one hundred years and more and Wofford for eighty-nine. During all the years they have resisted the many "trends and pressures" (forgive these words!) toward co-education—the rising tide of feminism, the militant assertion of woman's right to the same educational oppor-

* 1902-1942, President, Wofford College, Spartanburg, S. C.

Christian Education Magazine

tunities that men have, the better understanding of each other by the other in the free comradeship of classroom and campus, the reductions of duplications, addition of income from increasing enrollment, and so on. It may be that Randolph-Macon and Wofford are ancient fossils left stranded along the shores of educational progress. Who knows? Anyway, it's not a bad experience to hear these men students shake the rafters when they sing in Chapel—no sopranos, all basses, baritones, tenors; or to face them in the classroom with no confusing glamour or decorative presences but plain run-of-the-mine boys; or go with them to their social functions, to which they have invited their ladies, to realize that the mystery and charm of the utterly feminine still color the life of youth with romance and beauty; or attend their *alumni* (masculine gender in a man's language—Latin) gatherings to discover that a naming of "those present" will be a roll call of the great of their section or even of the Nation. And so, few though they be, these colleges stand out as one other expression of that variety in unity which is the glory of American life, and their kind should never be permitted to die out of the land.

Methodist Institutions for Men

Senior Colleges

Randolph-Macon College, Ashland, Virginia.

Wofford College, Spartanburg, South Carolina.

College of Liberal Arts, Emory University, Atlanta, Georgia

Junior Colleges

Emory Junior College, Oxford, Georgia.

Tilton Junior College, Tilton, New Hampshire.

"To be at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the key to the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians—this is the offer of the college for the best four years of your life." By Doctor William DeWitt Hyde, of Bowdoin.

Here is the insistent claim of liberal culture, that man is a great being in the spiritual realm, unhampered by superstition, fear, ritual, or code; whose soul may grow from the consciousness that he is personally related to a boundless universe, the contemplation of which can lead him into the higher realms of spiritual realities and ultimately to God.

"May it be that liberal education and the liberal arts college are the means by which man can realize these ends?"—*Christian Education*, June, 1935.

The Advantages of a Woman's College

CLARENCE P. McCLELLAND *

The most important question to ask about a college is not whether it is a man's college or a woman's college or a co-educational college, but whether it is a *good* college. No college today can justify its existence merely on the ground of the sex of its students. To say, then, that any woman's college is better than any co-educational college is unwarranted, just as is the assertion that socially the situation is better in co-educational colleges, which is an assumption carried over from the long ago when female academies, and even colleges, were really maleless. Today the men visitors to a woman's college campus, whether they come regularly or for special occasions, make the old idea of segregation inapplicable.

Women's colleges were first established because the then existing colleges were exclusively for men. Women were not admitted, chiefly because in intelligence they were considered inferior and therefore unable to profit by Higher Education. It is an interesting fact that, while most of the academies which later developed into colleges were opened with charters providing for both male and female departments, practically none admitted women until after the establishment of state public school systems about the middle of the nineteenth century.

As time went on, women's colleges developed sufficient vitality to endure out of all proportion to their number, even after state universities and many small private colleges for economic reasons, had become co-educational. At present they are filled to capacity and the strongest have long waiting lists. As President Mildred H. McAfee has said: "The segregated has become the desirable while the co-educational grapes have become so accessible that their sweetness is assured." Why is this so?

1. In women's colleges women stand on their own feet. They are judged as individuals rather than as women. They set their own standards, while in co-educational colleges their standards are largely fixed by the men. That this is a distinct advantage and is preferred by many women can hardly be denied.

2. Success in one form or another is desired and sought after by all college students. The criterion of success in a woman's college is determined by qualities of leadership and service rather than by mere feminine charm. It is quite likely that serious intellectual activity on the part of women has a better chance in a woman's college. The following comment made by President Charles R. Van Hise, of the University of Wisconsin, as long ago as 1907, is still pertinent: "With the increase in numbers of men and women in co-educational institutions with no very serious purpose, there is undoubtedly a tendency among the women to regard as successful the one who is attractive to the young men—in other words, social availability rather than intellectual leadership is regarded by at least a considerable number of the young women as the basis of a successful college career." It might well be added that the competition among the particularly attractive young women for the favor of the particularly attractive young men in a co-educational college is frequently demoralizing in its effect.

3. In a woman's college it is possible to intensify certain elements in

* President, MacMurray College, Jacksonville, Ill.

Christian Education Magazine

the curriculum which had to do with the chief interests in a woman's life. It is not a question of whether women are capable of the same kind of intellectual effort as men. That question was settled affirmatively years ago. It is rather a matter of equipping women to deal intelligently and efficiently with certain problems which are bound to be prominent all through their lives and with which men are not so vitally concerned.

4. Sorority housing is economical from the standpoint of college administration, but it has its disadvantages and these the women's colleges have never had to contend with. Those who know women's colleges intimately are convinced that their students develop wider college interests and greater responsibility to the entire college community by living in relatively large residence halls and perhaps eating in a common dining hall than living with small sorority groups with much more limited responsibility.

5. A sense of unity is characteristic of a woman's college, growing out of their housing and other living conditions, and this makes it easier to place Jesus Christ at the center, to hold up before the students each day His ideals of character and life, and to develop a common religious spirit and purpose.

To sum up, it is a distinct advantage for women to have their own colleges where they are neither limited nor favored because of their sex; where they set their own standards; where the curricula are designed to meet women's needs as distinguished from men's; where the intellectual interests of women are better protected or more easily stimulated; where the extra curricular activities permit of their full participation and offer them opportunities for training and leadership, such as are impossible in co-educational institutions and where their responsibility is not so likely to be limited to small, intimate groups but is rather to the institution as a whole; and where conditions are particularly favorable for making religion and right conduct implicit in the corporate life of the college.

The Methodist Church may well be proud of its colleges for women. Their record is honorable and their contribution to the total educational effort of the country of great value.

There are within The Methodist Church, ten standard four-year colleges and three junior colleges. Their names, locations, and enrollments are as follows:

*Bennett College, Greensboro, N. C.	379
Columbia College, Columbia, S. C.	347
Greensboro College, Greensboro, N. C.	377
Huntingdon College, Montgomery, Ala.	438
LaGrange College, LaGrange, Ga.	153
Lander College, Greenwood, S. C.	411
MacMurray College, Jacksonville, Ill.	638
Randolph-Macon Woman's College, Lynchburg, Va.	651
Wesleyan College, Macon, Ga.	583

Junior Colleges

Andrew College, Cuthbert, Ga.	115
Blackstone College, Blackstone, Va.	227
Centenary Junior College, Hackettstown, N. J.	164

* Negro

Christian Education Magazine

Methodist Junior Colleges

JESSE P. BOGUE *

The junior college movement as such began at the turn of the present century. Before this date various types of educational institutions were doing academic work above the high school level, but not equal to four years of collegiate studies. They were classified as finishing, normal, or trade schools. Dr. J. Stanley Brown in collaboration with President W. Rainey Harper of the University of Chicago really started the first junior college at Joliet, Illinois, in 1902. From a small beginning of five or six students enrollments in American junior colleges have steadily increased to more than 314,000. From one junior college founded in 1902 the numbers have increased until there are now more than 624.

The junior college movement had its effect on Methodist institutions. Very few, if any, junior colleges in The Methodist Church were founded outright. Practically all of them grew out of old academies or seminaries, or were reduced from struggling four-year institutions to the junior college level.

They are all relatively small institutions located for the most part in rural districts with the preponderant number in the southern states. Endowments are small, but the plants are relatively good for the number of students attending.

The obvious physical characteristics, however, are not the distinctive features of the Methodist junior colleges. One may ask the question, "just what is the difference between a junior college affiliated with The Methodist Church and a public junior college?" The answer is: a junior college in The Methodist Church has an opportunity and an obligation to organize a faculty of men and women who are thoroughly trained and experienced professional teachers, *and who are definitely committed in thought, word, and deed to Christ's way of living.* The unconscious influence of Christian men and women constitutes the outstanding contribution of a Methodist junior college. It does not take the place of poor instruction, nor low standards of academic achievement. It means far more than any formal course of Biblical literature or religious philosophy which may be taught.

The time of transition from high school to college and from home to the larger world environment is a period of unusual stress and strain in the life of the average student. A junior college in The Methodist Church, therefore, should, and a number of them are, concentrating their energies on the proper solution of problems of the transitional period. Personnel departments have been created and manned by experts in the field of measurements and guidance to the end that each student may be well known and guided on the basis of his abilities, interests, and aptitudes. No junior college, either in The Methodist Church or out of it, is meeting its first obligation if it neglects to understand and guide its students.

Because the junior colleges in The Methodist Church are small, the administrators and members of the faculty may know each student personally. Classes may be small, and instruction personalized. The quality of instruction and Christian influence in Methodist junior colleges, therefore, should be excellent.

(Continued on page 19)

* President, Green Mountain Junior College, Poultney, Vermont.

Christian Education Magazine

Our Negro Schools

M. S. DAVAGE *

The Board of Education of The Methodist Church, through fifteen schools and colleges related to the Department of Educational Institutions for Negroes, is training thousands of young people annually for leadership and for more adequate and efficient service.

These institutions share all of the hopes, fears, problems and responsibilities of other schools in these testing times. They are motivated by the threefold purpose of : (a) maintaining as best they can the high ideals and traditions of happier days, (b) co-operating in every way possible with the Nation's war program, (c) maintaining a vital and helpful relationship to students and constituency. A list of Methodism's schools for Negroes follows :

Professional Schools

Gammon Theological Seminary, Atlanta, Georgia ; Dr. Willis J. King, President. Gammon is one of two accredited theological seminaries for Negroes in America. More than 30 of its recent graduates now serve as Chaplains in the armed forces.

Meharry Medical College, Nashville, Tennessee ; Dr. E. L. Turner, President. Meharry has contributed approximately one-half of the Negro physicians and dentists in the United States. 221 of its students have reserve officers' commissions.

Flint-Goodridge Hospital of Dillard University, New Orleans, Louisiana ; Mr. J. L. Procope, Superintendent. This hospital maintains educational work which includes an eight-months' weekly seminar for practicing physicians and a two-weeks' summer course for the training of internes.

Senior Colleges

Bennett College, Greensboro, North Carolina ; Dr. David D. Jones, President. Bennett College is a woman's college, seeking to prepare its students for the art of Christian living and to produce fine personalities, trained teachers, business women and home-makers.

Clafin College, Orangeburg, South Carolina ; Dr. J. B. Randolph, President. The history of this college is the history of what is highest and best in Negro life and culture in the State of South Carolina. On Race Relations Day the South Carolina Conference (Central Jurisdiction) raised more than \$9,700 in cash for Clafin.

Clark College, Atlanta, Georgia ; Dr. J. P. Brawley, President. Clark, in co-operation with Atlanta University, a graduate school, and three other liberal arts colleges, serves Negro youth in a truly remarkable way. This co-operative educational adventure is unique.

Dillard University, New Orleans, Louisiana ; Mr. A. W. Dent, President. Dillard has just organized a five-year collegiate program in nursing education in order to meet the challenge of trained nurses for service with the armed forces. The work of the first two years centers in the lower division curriculum of the university ; that of the last three years centers

* Secretary, Department of Educational Institutions for Negroes, Board of Education.

Christian Education Magazine

in the Flint-Goodridge Hospital, the Charity Hospital of Louisiana, and other affiliates.

Philander Smith College, Little Rock, Arkansas; Dr. M. LaFayette Harris, President. The enrollment represents 15 denominations. For the last six years, 99 per cent have been church members. Arkansas, Oklahoma, and Missouri have a Negro population of 1,100,000. Philander Smith College is the recognized four-year church-related college for Negroes within these States.

Rust College, Holly Springs, Mississippi; Dr. L. M. McCoy, President. In addition to its liberal arts program, Rust College has ministered in a wonderful way to the rural areas of Mississippi. It has developed a self-help program which has enabled many students to obtain an education who otherwise would have been denied the opportunity.

Samuel Huston College, Austin, Texas; Dr. S. E. Grannum, President. Samuel Huston was founded in 1876. It is the youngest and most western of the Church's Negro schools, and was organized in connection with the westward movement of the Negro population.

Wiley College, Marshall, Texas; Dr. E. C. McLeod, President. Wiley is the first Negro school organized west of the Mississippi, and was also the first in this territory to be accredited by the Southern Association of Schools and Colleges.

Junior Colleges

Bethune-Cookman College, Daytona Beach, Florida; Professor J. A. Colston, President. Because of its unique location, Bethune-Cookman College serves in a remarkable way as a laboratory of interracial good will and understanding. Thousands of tourists visit it each year.

Morristown-Normal and Industrial College, Morristown, Tennessee; Dr. J. W. Haywood, President. Students come to this college from the mountain communities of Tennessee, Kentucky, West Virginia and Virginia.

Secondary Schools

Gilbert Academy, New Orleans, Louisiana; Mrs. Margaret Davis Bowen, Principal. This academy's fine curriculum and well-planned program of extra-curricular activities have merited distinction.

Religious Foundation

Morgan Christian Center, Morgan College, Baltimore, Maryland; Dr. J. J. Seabrook, Director. Since the transfer of Morgan College to State auspices, this Center is the continuation of Methodist responsibility for a religious program in a student group of approximately 700.

"Finally the Christian college will realize with Galen M. Fisher that 'religion is not properly an activity but an attitude, not a segment of life but the flavor that savors the whole.' It is this feature of the denominational college which should prevent compartmentalization."—James A. McClintock, *The Responsibility of the Christian College*.

Christian Education Magazine

Financing Your Education

J. F. BLAIR *

The old rules of life are changing swiftly. Every young high school graduate who can equip himself for life now is a potential world leader tomorrow. A recent bulletin issued by the War Manpower Commission says in part, "It is essential that young people have the fullest possible opportunity consistent with the war effort to complete their education. Those with special aptitudes and capacity for further training should continue their education in order to develop their maximum abilities applicable to the war and post-war needs." I hope every young high school senior will read and re-read this statement; it should answer the burning question in every patriotic young American's heart today; namely, how can I be of most service to my country during this emergency? To the inquiring youth let it be said that one of the best investments *you* can make today is spending *your* time and money in securing a Christian education. Parents will use every reasonable means to help fulfill this hope and ambition. Beyond what they can do Methodist Colleges are eager to do in helping to make possible the acquiring of such education.

In my fifteen years of work at Union College I have seen hundreds of young people earn a large part of their expenses as they go along in school, and I have seen many earn all of their expenses and graduate with honors. Unless absolutely necessary, however, I should not recommend trying to earn all of one's expenses. I feel very definitely that if a student is to develop a well rounded life, he should participate in many extra curricular activities. He can do this by working part of the time and taking advantage of various loan funds. In fact, if a student can pay most of his college expenses, it would probably be better for him to pay what he can and borrow the remainder. By doing so, he leaves himself time enough for his studies and for various other types of personality development.

Such financial aid as is accessible to students in Union College can be had in nearly all of our Methodist Colleges. Colleges offer work in many forms for helping pay a student's expenses; for example, waiting on tables at meal time will usually pay for a student's meals. Incidentally, this is one of the most popular jobs with the boys, and with many of the girls. Then, there is always a demand for janitors, library workers, and dozens of other types of workers who can assist around the institution. Among the valuable jobs a student can have is that of student assistant to the instructor in one's major field. A young man or a young woman who wants to work during vacation can often do so. Many colleges offer jobs on the campus, in the gardens, and around the buildings, getting them ready for use at the beginning of the next term. Some Union College students have cared for all of their expenses, except clothes, books, and incidentals, by work like this. About forty per cent of the students in our present enrollment are earning approximately one third of their annual expenses. The same is true on many campuses.

We prefer that a student does not work too much of his time while in college. After all, the main purpose of going to college is to get an education, and it is possible that excessive work toward paying his ex-

* Business Manager, Union College, Barbourville, Ky.

penses may divert too much time from a student's books and from his extra curricular activities. We consider extra curricular activities to be absolutely necessary for a thorough preparation for meeting life problems. We recommend the use of the Methodist Student Loan Fund to deserving young people who can qualify. If you have been a member of The Methodist Church for more than a year, if your scholastic standing is satisfactory, and if you are earning part of your expenses, you can easily qualify. The terms of repayment are most liberal, and no deserving student should hesitate to take advantage of this loan while in college. Most colleges have other loan funds in addition to the Methodist Student Loan Fund. Some colleges offer a scholarship which pays your tuition. Some schools give a smaller scholarship if a student is in the upper ten per cent of his class.

A student who is interested in furthering his education will do well to write the college of his choice about the possibility of getting loans, work, or other means of self-help. He will receive a prompt and personal reply from someone in authority giving him helpful advice. To be educated, one must not only have specific information, but also he must know where to find information he needs. Begin *your* program of Higher Education by finding out types of help which are obtainable and where they are offered. Our Nation looks already to your part in the shaping of the post-war world. It has become a commonplace saying, but nevertheless true, that the needs of the world after the war must be filled by young people who make their preparation while the war goes on. High school Graduates should look, then, to the possibilities of getting Higher Education by seeking help where it may be found.

Methodist Junior Colleges

[Continued from page 15]

A list of Methodist Junior Colleges related to the Board of Education follows:

1. Andrew College	Cuthbert, Georgia
2. Bethune-Cookman College*	Daytona Beach, Florida
3. Brevard College	Brevard, North Carolina
4. Blackstone College	Blackstone, Virginia
5. Centenary Junior College	Hackettstown, New Jersey
6. Emory Junior College	Oxford, Georgia
7. Evanston Collegiate Institute	Evanston, Illinois
8. Green Mountain Junior College	Poultney, Vermont
9. Hiwassee College	Madisonville, Tennessee
10. Kents Hill Junior College	Kents Hill, Maine
11. Lindsey-Wilson Junior College	Columbia, Kentucky
12. Lon Morris College	Jacksonville, Texas
13. Louisburg College	Louisburg, North Carolina
14. Martin College	Pulaski, Tennessee
15. Morristown-Normal and Industrial College*	Morristown, Tennessee
16. Reinhardt College	Waleska, Georgia
17. Snead Junior College	Boaz, Alabama
18. Tennessee Wesleyan College	Athens, Tennessee
19. Tilton Junior College	Tilton, New Hampshire
20. Vermont Junior College	Montpelier, Vermont
21. Weatherford College	Weatherford, Texas
22. Wesley Junior College	Dover, Delaware
23. Westminster College	Tehuacana, Texas
24. Williamsport-Dickinson Junior College	Williamsport, Pennsylvania
25. Young Harris College	Young Harris, Georgia

* Negro.

Accreditation: Its Significance in the Choice of a College

GUY E. SNAVELY *

In the choice of a good college, attention must be given to its financial stability and integrity. If the college seems hopelessly in debt or its sources of income are patently uncertain, its standing will soon be jeopardized. It is safe to assume that it cannot attract or hold the best-trained teachers. It will gradually be forced to see its buildings and equipment deteriorate.

Some students have been embarrassed to find in after life that they are alumni of a defunct institution. Fortunately for the candidate of the present day, the situation is stabilized. During the last quarter of a century an average of only one four-year college a year has disappeared by combination with a neighbor college or has been changed into a junior college, or in rare instances has simply closed its doors.

Parents and students alike will be most concerned with the standards as well as standing of the college of their choice. An accredited college is one that has been approved by an accepted standardizing association. A high school graduate can justly feel that he is enrolling in a standard first-class college if he is admitted to an institution that is a member of any one of the regional accrediting associations. He may feel a little more satisfied if his chosen college happens to be on the approved list of the Association of American Universities. This association is composed of institutions "engaged in giving advanced or graduate instruction." In addition to its own membership it lists as "approved" other institutions whose graduates are "qualified" for unconditional admission into the recognized post-graduate schools. Colleges are "approved" if they meet satisfactorily a number of standards, more or less the same as those set up by the regional associations. To be considered for approval colleges must first have been on the accepted list of a regional association. Methodist Colleges shown in the published lists in this magazine as approved by the Association of American Universities are also members of some regional association.

A graduate of a college on the approved list of any of the regional associations is given full recognition when applying for admission to graduate, medical, and other professional schools of the universities. The regional college associations are composed of colleges and universities of high rank which have joined voluntarily in setting up in their respective areas standards for themselves and for others that have been found to meet the accepted standards. The standards are much the same for all the regional groups. Originally the emphasis was placed more on quantitative requirements which could be readily measured. Fortunately the emphasis is now decidedly on qualitative measurements.

The regional accrediting associations have been invaluable in their influence in elevating the standards of the American college. The regional associations, no longer overlapping in their membership, are: New England Association of Colleges and Secondary Schools, Middle States Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Southern Association of Colleges and Secondary

* Executive Director, Association of American Colleges.

Christian Education Magazine

Schools, Western College Association, and Northwest Association of Secondary and Higher Schools.

In The Methodist Church, the body authorized by the *Discipline* to accredit its institutions is the University Senate. It was the first accrediting agency organized in the Nation and is now in its 51st year. Its standards parallel those of the regional bodies and in very few instances have Methodist Colleges been able to obtain accreditation by the Senate before they have been accepted by the regional bodies. The Senate has been known to refuse accreditation to an institution already accepted by the regional association.

Several institutions of The Methodist Church not accredited by the regional bodies have received temporary approval by the University Senate for the training of ministers as provided in Paragraph 1097 of the 1940 *Discipline*. In addition to this, some of the institutions not accredited by a regional body have the approval of their state university and Department of Education of the state in which they are located. Most institutions however, recognize that any form of accreditation below membership in the regional associations is inadequate for their needs and most schools not holding such membership have set regional accreditation as a minimum goal to be reached in the immediate future.

Which College?

The statement, "There is a Methodist College that will fit your educational need" has been emphatically made because we know that it is true. Most of the colleges offer work in the four major divisions, the physical sciences, biological sciences, social science, and humanities. However, work of these divisions is more highly developed in some institutions than others. For instance, some colleges are not able to offer courses or majors in such limited fields as astronomy, classical languages, art, geology, or in some particular branch of music, art or business.

In order to help students find the Methodist institution that will meet their educational needs, the office of the Department of Educational Institutions (General), 810 Broadway, Nashville, Tenn., welcomes questions concerning regular and special college work and will give prompt attention to all inquiries.

"The function of education is to teach man to think extensively, to think critically, to think imaginatively; to endow his mental life with the power of concentration to adventure in the undiscovered continents of truth. Education which stops with efficiency may prove a menace to man and to society. The most dangerous criminal may be the man who is plentifully endowed with the gifts of concentration, gifts, and imagination but with no morals. The most dangerous epochs in civilization are those in which the mind of the race has outdistanced its spirit, in which the increased power of the race, made available through new discoveries and inventions, is not harnessed and guided by an equally increased ethical purpose and by higher consecrations."—*Rabbi Silver, The Intercollegian.*

Christian Education Magazine

Scholarships at Methodist Colleges

One purpose of this special edition of the CHRISTIAN EDUCATION MAGAZINE is to let the youth of The Methodist Church and their counselors know that generous provisions have been made by most of our institutions to help with their education. In our Nation the percentage of high school graduates from the top groups in the intelligence tests who attend college is far too low. This, no doubt, is true of Methodist youth. These young people should be informed that many of our institutions have made specific arrangements for them. For instance a sampling of the general practice followed by Methodist colleges shows that Allegheny awards scholarships of \$150 to selected youth of the high intelligence group; Andrew, \$75; Baldwin-Wallace, from \$50 to \$200; Blackstone College for Girls, \$100; College of the Pacific, \$50 to \$150; Columbia College, \$50 to \$150; Cornell, \$100; Evansville, \$100; Illinois Wesleyan University, \$40; Kansas Wesleyan, \$40; Kentucky Wesleyan, \$60; Lambuth, \$60; Lander, \$50; Lawrence, \$50 to \$150; Martin College, \$60; McKendree, \$25; Mill-saps, \$75; Nebraska Wesleyan, \$30; Ohio Northern, \$100; Simpson College, \$80; Tilton, \$100; Tennessee Wesleyan, \$60; Texas Wesleyan College, \$120; Union College, \$100; University of Chattanooga, \$75; Young Harris, \$100.

The Rector Scholarships, worth \$1,000 for the four years, are awarded by DePauw University to 100 young people. At Dickinson College there are a few endowed scholarships of \$250. Western Maryland grants vary from \$150 to \$575. Randolph-Macon Woman's College awards ten regional scholarships for \$300 each on a competitive basis. MacMurray appoints annually six scholars known as Cartwright Scholars who receive \$400 annually during the college course.

Ministerial students and children of ministers are eligible for scholarships in most of the institutions of the Church. Students who are preparing for service vocations in the Church other than the ministry are also aided by most colleges. For instance in this connection, Scarritt College, a college for Christian workers, offers a few scholarships that range in value from \$200 to \$500.

All students looking forward to college should read the helpful article by Mr. Blair in this issue on financing your education. Then, write to the college of your choice full details about your financial situation. Methodist educators are anxious to help Methodist young people attend college.

"To effect transformations and development in the lives of students is the God-given task and responsibility of Christian Higher Education. There can be no other. If students leaving the campus are not better, morally and spiritually, than when they entered, the colleges have failed. If students do not take as much, nay more, interest in the church and its activities after they return home from church colleges than before they left home, those colleges did not achieve the purpose for which the Church founded them."—*Christian Education*, June, 1935.

Christian Education Magazine

The Christian College

The Church in Action in Education

The Church's task is to give a spiritual meaning to all of life. In order to do this, it needs the help of Christian educational institutions. Through the years in an atmosphere friendly to Christian living the Church colleges have trained the youth of the Church in religious idealism. (They still supply theological seminaries with about 84 per cent of their students.) A college president once figured that the Church had sent one per cent of its sons and daughters to its colleges and the colleges had given back 80 per cent to 90 per cent of the Church's ministers and missionaries.

In recent years some occasional indifference has been noticed on the part of the Church toward its colleges and conversely sometimes some colleges appear indifferent to the Church. The colleges feel that the Church has failed to give the colleges adequate support. The Church holds that some colleges in their quest for academic excellence and accreditation, and larger student bodies have appeared too little concerned about their Christian mission. Both may be right, but regardless of whatever may have been true in the past, this critical hour in the world's history is calling loudly for a spiritually-minded leadership and populace. To answer this, the Christian Church must utilize all of the resources at its disposal. The Church and college cannot afford, while the world is burning, to bicker, but using a phrase that was given meaning by the investigation of Pearl Harbor, should "*consult and confer.*" Now as never before, the Church and its colleges must work together to give the world a Christian leadership.

We are glad to report that Methodist colleges are rising to meet the demands now placed upon the Church by the world crisis. The failure of a secular-centered educational system to furnish appreciation for essential moral and spiritual values places them in a position to emphasize a spiritually-centered program of liberal education. This course promises them a higher distinctiveness in the nation's life than they have known in many years. Through an educational program of this kind they can aid in re-interpreting the spiritual values of education and can lift up a standard other than materialistic for determining its true worth.

The Church, in turn, will greatly strengthen its efforts in the making of a Christian environment if it helps its colleges to become the training centers for youth who offer promise of giving idealistic and spiritual leadership in their respective fields of service. President Conant of Harvard points out that most of the colleges now center their annual promotional efforts upon the 40 per cent of the high school graduates who because of financial and other reasons decide to attend college. Is it unreasonable to believe that in the remaining 60 per cent there are many equally able candidates who would go to college if encouraged to do so? The Church should help its colleges to find youth who on the basis of merit and promise should be in the Church college.

The educational task of the Church must be viewed today in the light of national and international spirit needs. Christian leaders are essential for laying the foundation of lasting peace.

Current

Institutions Related to the Department of

EXPLANATORY NOTES

In the "Accreditation" column the accrediting agencies are designated as follows:

A	Association of American Universities
MS	Middle States Association of Colleges and Secondary Schools
NC	North Central Association of Colleges and Secondary Schools
NE	New England Association of Colleges and Secondary Schools
NW	Northwest Association of Secondary and Higher Schools
S	Southern Association of Colleges and Secondary Schools
W	Western College Association
U	University Senate of the Methodist Church
D	Not accredited but approved for the training of ministers under Paragraph 1097, Methodist Discipline, 1940 Edition.

In the "Type" column, C indicates coeducational institution; M an institution for Men; W an institution for Women.

Table A—Data of the Universities, Colleges, and Junior Student Enrollments, Tuition

Institution	Accreditation	Type	Faculty	Enrollment for Reg. School Year		
				Men	Women	Total
<i>Universities</i>						
American.....	MS U	C	48 ^g	1,261	952	2,213
Boston.....	A NE U	C	328 ^g			8,986
Duke.....	A S U	C	418 ^g			3,647
Emory.....	A S U	C	104 ^a	1,324	59	1,383
Northwestern.....	A NC U	C	462 ^g	4,491	2,296	6,787
Southern Methodist University.....	A S U	C	90 ^g			2,136
Syracuse.....	A MS U	C	371 ^g			6,692
University of Denver.....	A NC U	C	135 ^g	2,034	1,948	3,982
University of Southern California.....	A W U	C	710 ^d	6,529	3,446	9,975
<i>Colleges</i>						
Adrian.....	D	C	21	146	93	239
Albion.....	A NC U	C	53	443	317	760
Allegheny.....	A MS U	C	57	380	378	758
Athens.....		C	25	56	150	206
Baker.....	A NC U	C	33	173	174	347
Baldwin-Wallace.....	A NC U	C	54	341	343	684
Birmingham-Southern.....	A S U	C	66	445	358	803
Brothers.....	MS U	C	23	213		213
Centenary.....	S U	C	42	382	301	683
Central.....	A NC U	C	45	354	244	598
College of Pacific.....	A NW U	C	74	220	292	512
College of Puget Sound.....	A NW U	C	45	387	256	643
Columbia.....	S U	W	29		350	350
Cornell.....	A NC U	C	53	318	322	640
Dakota Wesleyan.....	NC U	C	29	137	146	283
DePauw.....	A NC U	C	107	755	740	1,495
Dickinson.....	A MS U	C	42	369	135	504
Emory & Henry.....	S U	C	18	138	99	237
Evansville.....	NC U	C	46	293	263	556
Florida-Southern.....	S U	C	74			730
Greensboro.....	S U	W	35		377	377
Hamline.....	A NC U	C	45	320	328	648
Hendrix.....	A NC U	C	41	207	166	373
High Point.....		C	32	272	237	509
Huntingdon.....	S U	W	31		438	438
Illinois Wesleyan.....	A NC U	C	56	386	301	687
Iowa Wesleyan.....	NC U	C	20	117	89	206
Kansas Wesleyan.....	D	C	31	191	125	316
Kentucky-Wesleyan.....	D	C	19	94	98	192
LaGrange.....		W	19		153	153

^aIncludes part time faculty.

^bThis figure is for the College of Liberal Arts only. For information concerning other schools of the University, please write directly to them.

^cPart-time faculty: American, 92; Boston, 297; Duke, 93; Emory, 215; Northwestern, 480; S. M. U., 35; Syracuse, 370; Univ. of Denver, 255.

Statistics

Institutions, General Board of Education

EXPLANATORY NOTES (Continued)

Regular School year refers to the traditional academic year of 9 months, divided into either semesters or quarters.

Grand Total of Enrollments includes all enrolled during all sessions during a calendar year the regular year, summer school, extension, etc.

Tuition is given for nine months' work. This column purports to be an index more than accurate figure. The aim is to give approximate costs for tuition, plus required fees. For full information regarding costs write directly to the institution.

The Statistical tables for the most part were made from the annual reports for 1941-42 submitted by institutions to the Board of Education. Since these tables will be reprinted in the year book of the Board of Education, any inaccuracies should be immediately reported. In absence of a direct report from the colleges figures marked f are taken from Christian Higher Education. The form followed corresponds to one used in CHRISTIAN HIGHER EDUCATION published by the Council of Church Boards of Education, Washington, D. C.

J. O. G.

Colleges Concerning Number of Faculty Members,

Fees, and Library Volumes

Men	Women	Total	Grand Total	Tuition & Fees per Academic Year	No. of Vol. in Library
			Incl. S. S. & Ext.		
6,502	5,902	12,404	2,541	\$345 ^e	80,692
			6,197	340 ^e	225,000
1,538	384	1,922		221 ^e	632,327
5,700	4,025	9,725		326 ^e	212,601
2,308	1,997	4,305		300 ^e	650,000
4,815	4,339	9,154		254 ^e	146,826
3,811	3,264	7,075		400 ^e	287,020
9,079	6,331	15,410		300 ^e	144,933
				312 ^e	307,390
198	241	439		200	10,000
451	323	774		230	59,527
476	437	913		450	138,000
125	291	416		150	12,844
181	199	380		200	66,713
357	447	804		260	36,500
565	504	1,069		215	60,000
213		213		379	190,000
		995		195	20,000
379	280	659		255	63,000
419	485	904		270	44,000
		836		220	43,000
		350		195	15,000
337	352	689		253	60,000
		392		181	26,933
		1,674		300	100,000
369	135	504		350	69,900
169	134	303		181	22,000
732	783	1,515		227	21,000
294	769	1,063		270	27,872
	377	377		200	22,724
333	341	674		185	39,250
		427		228	44,800
		729		180	14,341
	554	554		230	18,000
		864		256	42,000
		326		196	30,000
		413		160	25,000
95	106	201		168	18,000
	153	153		150	12,500

Enrollment for Reg.
 School Year

Institution	Accreditment	Type	Faculty	Men	Women	Total
Lambuth		C	19	79	92	171
Lander		W	36		411	411
Lawrence	A NC U	C	69	321	308	629
MacMurray	A NC U	W	56		638	638
McKendree	D	C	20	121	68	189
McMurtry		C	30			
Millsaps	A S U	C	37	321	277	598
Morningside	NC U	C	43 ^d	326	339	665
Mount Union	A NC U	C	41	325	338	663
Nebraska Wesleyan	NC U	C	37	181	221	402
Ohio North	D	C	48	185	164	349
Ohio Wesleyan	A NC U	C	89	661	798	1,459
Oklahoma City	D	C	51	329	290	619
Polytechnic-Intermountain	NW U	C	12			
Randolph-Macon	A S U	M	17	247	4	251
Randolph-Macon Woman's Col.	A S U	W	77		651	651
Scarritt	S U	C	15			
Simpson	A NC U	C	30	180	237	417
Southwestern College	NC U	C	48	258	214	472
Southwestern University	S U	C	33	210	198	408
Texas Wesleyan		C	38	264	349	613
Union	S U	C	26	128	185	313
University of Chattanooga	A S U	C	42			
Wesleyan College	S U	W	30			
Wesleyan University	A NE U	M	72	635		635
Western Maryland	MS U	C	59	279	315	594
West Virginia Wesleyan	NC U	C	27	205	195	400
Willamette	A NW U	C	52	362	317	679
Wofford	A S U	M	24	467		467
<i>Affiliated College</i>						
Wesley (with Univ. of N. Dakota)	D	C	15 ^d			231
<i>Junior Colleges</i>						
Andrew	S U	W	12		115	115
Brevard		C	25	168	144	312
Blackstone		W	24		145	145
Centenary	MS U	W	20		164	164
Emory at Oxford	S U	M	17	160	3	163
Emory at Valdosta	S U	M	10	60		60
Evanston		U	C	22	50	135
Green Mountain	NE U	C	24	139	157	296
Hiwassee		C	13	46	91	137
Kents Hill		C	13	107	63	170
Lindsey Wilson		C	12	63	99	162
Lon Morris	S U	C	12			237
Louisburg		C	20	102	193	295
Martin		C	12	24	56	80
Reinhardt		C	12			
Snead	S U	C	16	47	92	139
Tennessee Wesleyan	S U	C	22	85	134	219
Tilton	NE	M	19	71		71
Vermont Junior		C	23	56	98	154
Weatherford		C	13	100	71	171
Wesley Junior		C				
Westminster		C	7	36	45	81
Williamsport-Dickinson	MS U	C	27	133	163	296
Young Harris	S U	C	20	114	125	239

*Includes room and board.

^aTotal enrollment does not include sub-college.

^bMay include duplicates.

^c1940-41 enrollment.

^dIncludes part-time faculty.

^eFrom CHRISTIAN HIGHER EDUCATION, 1939.

^fMerged with Southwestern University, 1942.

Men	Grand Total Incl. S. S. & Ext.		Tuition & Fees per Academic Year	No. of Vol. in Library
	Women	Total		
79	92	171	\$ 120	7,200
	411	411	195	15,000
351	373	724	300	67,233
		798	805*	34,717
124	66	190	150	16,000
		435	170	13,115
468	421	889	173	35,000
367	458	825	236	47,000
343	306	648	275	68,000
196	284	408	165	32,971
91	131	222	210	23,940
		1,667	250	164,260
697	692	1,389	200	12,000
		251	125	30,000
247	4	251	244	36,560
	651	651	375	59,000
20	155	175	264	10,000
		755	200	29,821
331	390	723	175	30,000
248	272	520	220	40,300
		889	165	18,645
		426	150	17,000
509	449	958	225	100,000
		245	230	25,102
		657	450	241,107
346	499	845	225	40,000
331	621	952	172	23,000
469	412	881	190	37,000
526	135	661	184	38,509
94	174	268		1,000
	115	115	100	4,500
178	160	338	103	8,000
	145	145 ^a	165	3,851
	164	164		8,061
284	11	295 ^{ab}	165	5,000
	60	60	165	3,476
50	85	135	126	3,000
139	157	296	350	11,000
61	120	181	132	5,500
107	63	170 ^c	260	8,000
63	99	162	112	5,952
		289	126	7,007
102	193	295	315*	6,138
27	64	91 ^b	165	3,000
		159	45	5,087
47	92	139	128	5,893
90	150	240	198	12,000
71		71	400	10,000
56	98	154	250	3,500
107	85	192	130	6,356
36	45	81	140	7,000
133	163	296	280	10,233
195	216	411	245*	11,000

Table B--Data of Universities, Colleges, and Junior Colleges

Institution	Book Value of Physical Property, 1941-42			
	Grounds and Buildings	Equipment Furnishings Books, etc.	Endowment 1942	Indebtedness 1942
<i>Universities</i>				
American.....	\$ 3,023,620	\$ 220,414	\$ 904,932	\$ 489,191
Boston.....	6,203,351	364,307	5,265,188	662,000
Duke.....	24,622,304	4,097,303	34,397,617	
Emory.....	5,443,961	839,442	7,699,345	
Northwest.....	25,860,304	2,871,305	19,448,226	2,880,951
Southern Methodist University.....	3,707,934	464,508	2,443,500	295,715
Syracuse.....	7,643,824	2,173,955	4,762,955	865,000
University of Denver.....	1,337,170	519,199	2,643,249	
University of Southern California.....	8,417,340	2,249,151	1,444,500	
<i>Colleges</i>				
Adrian.....	260,000	96,927	152,902	33,734
Albion.....	1,447,644	379,191	1,782,627	
Allegheny.....	1,986,052	383,529	1,387,213	377,980
Athens.....	500,000	76,000	150,500	7,300
Baker.....	504,427	155,149	1,153,319	32,000
Baldwin-Wallace.....	1,700,062	276,638	1,676,772	37,046
Birmingham-Southern.....	2,027,000	220,000	580,824	52,500
Brothers.....	1,735,876	240,000	1,990,402	
Centenary.....	696,890	120,584	462,915	33,300
Central.....	1,630,016	360,000	1,128,539	307,000
College of Puget Sound.....	808,790	133,859	1,067,955	40,000
Cornell.....	953,604	160,845	1,886,591	
College of Pacific.....	1,159,300	207,141	541,090	332,662
Columbia.....	468,263	31,195	507,554	56,642
Dakota Wesleyan.....	470,799	89,088	950,850	75,291
DePauw.....	2,950,234	611,722	5,763,866	391,558
Dickinson.....	1,446,981	271,198	1,357,682	129,650
Emory & Henry.....	492,829*		352,909	82,621
Evansville.....	588,424	124,951	391,185	86,000
Florida-Southern.....	459,325	113,278	525,000	36,697
Greensboro.....	602,653	135,889	511,963	36,000
Hamline.....	869,066	111,506	1,882,048	6,989
Hendrix.....	697,818	167,095	1,023,984	
High Point.....	811,462	89,895	4,900	233,628
Huntingdon.....	751,747	117,736	382,411	110,000
Illinois-Wesleyan.....	819,555	163,100	1,148,378	
Iowa Wesleyan.....	678,249	120,996	574,738	
Kansas Wesleyan.....	332,108	33,194	515,367	
Kentucky Wesleyan.....	436,710	32,088	87,182	29,174
LaGrange.....	280,000	60,000	190,100	
Lambuth.....	197,821	41,805	17,275	99,253
Lander.....	335,542	99,207	200,139	74,722
Lawrence.....	2,039,931	341,640	1,218,293	24,644
MacMurray.....	1,662,927	342,976	3,801,349	5,696
McKendree.....	215,516	47,544	214,143	32,500
McMurry.....	349,448	70,825	55,006	34,053
Millsaps.....	839,960	89,114	737,621	
Morningside.....	723,514	82,844	301,681	131,682
Mt. Union.....	784,236	289,876	1,292,653	26,480
Nebraska Wesleyan.....	541,304	88,089	969,958	94,657
Ohio Northern.....	735,266	142,133	400,043	161,085
Ohio Wesleyan.....	2,338,416	570,830	3,845,962	170,000
Oklahoma City.....	593,003	116,176	116,393	309,112
Polytechnic-Intermountain.....	534,632	53,830	295,165	66,594
Randolph-Macon.....	550,600	49,366	969,740	65,000
Randolph-Macon Women's.....	1,612,709	445,647	1,246,130	78,500

*Plant Maintenance included.

†Does not include Government contracts.

*Includes non-educational income.

*Equipment included in Grounds and Buildings.

*From CHRISTIAN HIGHER EDUCATION, 1939.

Cconcerning Property Values, Endowments, and Annual Budgets

Income for Current Purposes
1941-42, from

Current Expenditures, 1941-42 for

Student Fees, Endowment Gifts, etc.	Auxiliary Enterprises	Total	Educ. & General	Auxil. Enter.	Non- Educ.	Total
\$ 342,337	\$ 91,341	\$ 433,678	\$ 294,304	\$ 75,647	\$ 63,727	\$ 433,678
1,962,143	365,883	2,328,026	1,748,473	383,723	174,061	2,306,257
2,273,237	1,164,466	3,437,703	2,623,495	804,832		3,428,327
703,847	140,175	844,022	696,541	92,800	109,397 ^a	898,738
4,465,623 ^b	1,888,685	6,354,308	4,182,360	1,684,461	296,709	6,163,530
700,480	176,581	877,061	689,183	152,692	20,846	862,721
3,027,998	962,224	4,111,725 ^c	2,717,661	942,853	393,597	4,054,111
891,737	169,090	1,060,827	879,011	158,610	60,118	1,097,739
2,431,800	917,000	3,348,300	3,356,400	763,000	58,900	4,178,300
56,528	27,003	83,531	59,200	24,370	5,314	88,884
287,930	116,796	404,726	279,207	111,651	9,791	400,649
556,756	271,216	827,972	331,609	210,000	28,414	570,023
90,396	7,985	98,381	83,745			83,745
125,215	30,174	155,389	108,728	31,551	11,232	151,511
282,280	146,467	428,747	246,987	130,837	34,283	412,107
223,670	83,990	307,660	203,450	74,185	17,911	295,546
156,556	14,710	171,266	127,028		39,380	166,408
164,495	30,279	194,774	141,679	29,109	16,253	187,041
146,387	134,919	281,306	196,620	84,849	27,776	309,245
173,429	56,585	230,014	174,380	57,340	13,519	245,239
298,848	108,101	406,949	261,146	77,197	55,990	394,333
212,464	168,982	381,446	192,530	171,511	36,191	400,232
74,781	68,582	143,363	55,965	52,141	15,093	123,199
89,212	39,790	129,002	89,247	33,350	13,604	136,201
635,096	219,616	854,712	529,188	178,430	67,230	774,848
219,013	53,275	272,288	211,390	26,205	7,764	245,359
121,775	23,356	145,131	77,708	28,211	19,193	125,112
150,375	19,896	170,271	139,206	22,132	6,405	167,743
194,789	102,658	297,447	183,277	66,938	15,368 ^a	265,583
149,726	118,349	268,075	148,628	74,944	7,315	230,887
210,471	58,835	269,306	182,736	42,596	23,695	249,027
135,633	92,916	228,549	153,680	74,869		228,549
122,324	74,766	197,090	94,301	49,140	33,812	177,253
169,352	112,253	281,605	121,778	95,140	28,331	245,249
254,699	556	255,255	206,360		39,011	245,371
67,824	17,556	85,380	72,714	13,577	4,514	90,805
84,657		84,657	78,311		4,625	82,936
67,848	26,963	94,811	55,745	75,975	8,167	139,887
47,010	35,275	82,285	48,652	26,448	4,600	79,700
54,664	22,029	76,693	41,996	17,574	11,050	70,620
76,175	47,528	123,703	72,552	43,294	6,901	122,747
359,392	270,130	629,522	342,270	270,130	25,493	637,893
597,220	21,406	618,626	277,950	259,300	61,653	598,903
49,172	29,042	78,214	52,810	23,316	7,768	83,894
85,967	4,852	90,819	77,852	4,763	9,895	92,510
145,880		145,880	127,927	2,892	9,197	140,016
159,313	33,601	192,914	142,109	21,537	28,367	192,013
194,454	85,548	280,002	172,315	84,927	37,752	294,994
142,244	1,883	144,127	100,573	3,645	28,832	133,050
144,301	18,318	162,619	133,197	18,908	20,669	172,774
482,774	349,611	832,385	439,550	291,052	217,663	948,265
149,308	27,734	177,042	108,390	37,836	17,573	163,799
121,216	46,031	167,247	130,902	25,966	7,788	164,656
104,099	19,578	123,677	151,539	24,062	18,276	193,877
332,084	244,789	576,873	326,120	173,987	30,386	530,493

Book Value of Physical
Property, 1941-42

Institution	Grounds and Buildings	Equipment Furnishings Books, etc.	Endowment 1942	Indebted- ness 1942
Scarritt	\$ 895,825	\$ 22,317	\$ 362,138	\$ 26,400
Simpson	477,597	98,386	1,233,154	100,000
Southwestern College	514,592	70,616	597,859	147,078
Southwestern University	1,069,592	136,926	601,154	
Texas Wesleyan	433,443	75,997	147,481	10,282
Union	405,030	42,002	431,098	43,269
University of Chattanooga	1,255,000	200,000	801,532	100,000
Wesleyan College	1,660,890	271,078	433,928	
Wesleyan University	5,518,887*		8,004,123	93,002
Western Maryland	1,564,835	208,883	900,739	148,000
West Virginia Wesleyan	315,210	100,984	452,138	107,519
Willamette	851,312	150,593	1,643,200	
Wofford	680,396	64,278	802,898	
<i>Affiliated College</i>				
Wesley (with University of N. Dakota)	198,275	23,242	84,620	30,801
<i>Junior Colleges</i>				
Andrew	167,682	53,159	28,200	
Brevard	204,009	25,707	61,240	30,169
Blackstone	460,935	43,288		50,000
Centenary	578,400	76,564	26,203	42,500
Emory at Oxford	500,000	31,500	* *	
Emory at Valdosta	220,000	20,952	200,000	
Evanston	200,000	12,300	29,942	3,255
Green Mountain	469,447	59,095	78,233	
Hiwassee	148,528*		65,403	
Kents Hill				
Lindsey-Wilson	121,593	18,569	6,462	
Lon Morris	204,597	58,985	111,857	34,019
Louisburg	302,748	51,372	58,757	25,501
Martin	107,250	9,100	59,000	7,100
Reinhardt	203,146	11,300	10,000	
Snead	380,087	42,661	310,435	
Tennessee Wesleyan	537,887	40,343	142,725	62,737
Tilton	494,977	24,215	189,886	187,232
Vermont	346,565*		70,268	18,000
Weatherford	175,845	41,410	46,362	6,375
Wesley	198,275	23,242	84,620	30,801
† Westminster	66,500	6,700		
Williamsport-Dickinson	695,305	112,955	339,669	8,000
Young Harris	220,214	32,777	130,648	

*Equipment included in Grounds and Buildings.

†From CHRISTIAN HIGHER EDUCATION, 1939.

**Endowment Fund included in that of Emory University.

†Merged with Southwestern University, 1942.

Income for Current Purposes
1941-42 from,

Current Expenditures, 1941-42, for

Student Fees, Endowment Gifts, etc.	Auxiliary Enterprises	Total	Educ. & General	Auxil. Enter.	Non- Educ.	Total
\$ 86,857	\$ 38,320	\$ 125,177	\$ 68,182	\$ 45,102	\$ 11,894	\$ 125,178
170,056	26,206	196,262	130,300	32,809	34,223	197,332
178,004	23,844	201,848	102,048	24,510	29,647	156,205
89,966	91,035	181,001	102,910	74,150	15,534	192,594
119,260	43,999	163,259	75,682	29,146	43,755	148,583
82,063	32,579	114,642	80,308	28,104	7,768	116,180
191,054	5,369	196,423	155,302	3,951	25,841	185,094
129,112	111,787	240,889	147,163	78,527	3,060	228,750
705,050		705,050	713,005	73,933	84,032	870,970
260,577	255,923	516,500	296,567	139,939	58,921	495,427
102,540	48,854	151,394	97,016	37,973	13,470	148,459
174,388	35,392	209,780	163,442	27,541	22,694	213,677
126,152	49,104	175,256	94,939	45,376	9,377	149,692
21,061	8,332	29,393	13,636	6,709	9,048	29,393
29,368	17,664	47,032	27,538	9,978	3,081	40,597
53,531	47,603	101,134	63,862	36,025		99,887
33,709	78,566	112,275	42,638	32,651	29,222	104,511
64,602	96,405	161,007	65,371	66,662	14,820	146,853
43,597	30,192	73,789	50,012	25,671		75,683
25,946	11,855	37,801				
22,796	18,745	41,541	29,975	14,340		44,315
98,655	115,586	214,241	127,594	66,387	9,053	203,034
25,040	27,162	52,202	21,499	28,154	455	50,108
30,557	19,992	50,549	28,790	16,881	2,649	48,320
52,219	28,174	80,393	33,770	23,319	11,280	68,369
68,622	32,923	101,545	47,005	45,033	7,203	99,241
22,134	11,705	33,839	32,439	4,280	569	37,288
30,804	15,506	46,310	15,897	11,024		26,921
48,171	18,721	66,892	56,989	9,660	3,057	69,706
60,053	29,667	89,720	55,283	27,114	12,977	95,374
196,079	1,402	197,481	137,931		19,729	157,660
41,233	37,852	79,085	45,566	20,781	8,583	74,930
27,245	2,360	29,605	27,068	4,765	383	32,216
21,061	8,332	29,393	13,636	6,708	9,048	29,392
11,227		11,227	10,754			10,754
86,186	51,866	138,052	81,454	43,064	10,194	134,712
29,774	43,446	73,220	62,866	17,040		79,906

GENERAL SUMMARY OF TABLES A & B

	Universities	Colleges	Jr. Colleges
Faculty.....	2,661	2,443	395
Total Enrol. (Inc. Spec.).....	45,801	27,833	3,841
Grand Total Enrol.....	68,733	38,227	4,479
No. of Vol. in Library.....	2,686,789	2,665,384	153,554
Grounds, Buildings.....	86,259,808	38,264,118	7,003,990
Equip., Bks., Furnish.....	13,799,584	9,396,756	796,194
Endowment.....	79,009,512	62,224,759	2,049,910
Indebtedness.....	5,192,857	4,677,300	505,689
Student Fees, etc.....	16,799,202	11,182,881	1,122,609
Aux. Enter.....	5,875,445	4,246,341	745,724
Total Income.....	22,795,650	15,429,222	1,868,333
Educ. in General.....	17,187,428	9,780,111	1,077,937
Aux. Enter.....	5,058,618	3,806,946	509,537
Non-Educational.....	1,177,355	1,494,260	142,303
Total Expenditures.....	23,423,401	15,081,317	1,729,777

Methodist Schools, Colleges, and Universities Related to the Board of Education of The Methodist Church

KEY TO MAP ON OPPOSITE PAGE

1. Kents Hill School, Kents Hill, Maine.
- 2.ilton Junior College,ilton, N. H.
3. Vermont Junior College, Montpelier, Vt.
4. Great Mountain Junior College, Poultney, Vt.
5. Boston University, Boston, Mass.
6. Wilbraham Academy, Wilbraham, Mass.
7. Wesleyan University, Middletown, Conn.
8. Drew Seminary for Young Women, Carmel, N. Y.
9. Syracuse University, Syracuse, N. Y.
10. Wesley College, Dover, Del.
11. Drew University, Madison, N. J.
12. Centenary Junior College, Hackettstown, N. J.
13. Pennington School, Pennington, N. J.
14. Williamsport-Dickinson Junior College, Williamsport, Pa.
15. Allegheny College, Meadville, Pa.
16. Dickinson College, Carlisle, Pa.
17. Wyoming Seminary, Kingston, Pa.
18. American University, Washington, D. C.
19. Western Maryland College, Westminster, Md.
20. Westminster Theological Seminary, Westminster, Md.
21. Randolph-Macon College, Ashland, Va.
22. Randolph-Macon Woman's College, Lynchburg, Va.
23. Blackstone College, Blackstone, Va.
24. Emory and Henry College, Emory, Va.
25. Randolph-Macon Academy, Front Royal, Va.
26. Louisburg College, Louisburg, N. C.
27. Duke University, Durham, N. C.
28. Greensboro College, Greensboro, N. C.
29. High Point College, High Point, N. C.
30. Brevard College, Brevard, N. C.
31. Bennett College,* Greensboro, N. C.
32. Wofford College, Spartanburg, S. C.
33. Lander College, Greenwood, S. C.
34. Columbia College, Columbia, S. C.
35. Claflin College, Orangeburg, S. C.
36. Young Harris College, Young Harris, Ga.
37. Reinhardt College, Waleska, Ga.
38. Emory University, Emory University, Ga.
39. Clark College,* Atlanta, Ga.
40. Emory Junior College, Oxford, Ga.
41. Gammon Theological Seminary,* Atlanta, Ga.
42. Agnes Irwin College, Langhorne, Ga.
43. Wesleyan College, Macon, Ga.
44. Andrew College, Cuthbert, Ga.
45. Emory Junior College, Valdosta, Ga.
46. Florida Southern College, Lakeland, Fla.
47. Bethune-Cookman College,* Daytona Beach, Fla.
48. Athens College, Athens, Ala.
49. Snead Junior College, Boaz, Ala.
50. Birmingham-Southern College, Birmingham, Ala.
51. Huntingdon College, Montgomery, Ala.
52. Millsaps College, Jackson, Miss.
53. Rust College,* Holly Springs, Miss.
54. Lambuth College, Jackson, Tenn.
55. University of Chattanooga, Chattanooga, Tenn.
56. Scarritt College, Nashville, Tenn.
57. Meharry Medical College,* Nashville, Tenn.
58. Martin College, Pulaski, Tenn.
59. Tennessee Wesleyan College, Athens, Tenn.
60. Hiwassee College, Madisonville, Tenn.
61. Baxter Seminary, Baxter, Tenn.
62. Morristown Normal & Industrial College,* Morristown, Tenn.
63. Union College, Barbourville, Ky.
64. Lindsey Wilson Junior College, Columbia, Ky.
65. Kentucky Wesleyan College, Winchester, Ky.
66. West Virginia Wesleyan College, Buckhannon, W. Va.
67. Baldwin-Wallace College, Berea, Ohio.
68. Mount Union College, Alliance, Ohio.
69. Ohio Wesleyan University, Delaware, Ohio.
70. Ohio Northern University, Ada, Ohio.
71. Adrian College, Adrian, Mich.
72. Albion College, Albion, Mich.
73. DePauw University, Greencastle, Ind.
74. Evansville College, Evansville, Ind.
75. Northwestern University, Evanston, Ill.
76. Garrett Biblical Institute, Evanston, Ill.
77. Evanston Collegiate Institute, Evanston, Ill.
78. Illinois Wesleyan University, Bloomington, Ill.
79. MacMurray College, Jacksonville, Ill.
80. McKendree College, Lebanon, Ill.
81. Lawrence College, Appleton, Wis.
82. Hamline University, St. Paul, Minn.
83. Morningside College, Sioux City, Iowa.
84. Simpson College, Indianola, Iowa.
85. Iowa Wesleyan College, Mt. Pleasant, Iowa.
86. Cornell College, Mt. Vernon, Iowa.
87. Central College, Fayette, Mo.
88. Kansas City National Training School, Kansas City, Mo.
89. Hendrix College, Conway, Ark.
90. Philander Smith College,* Little Rock, Ark.
91. Centenary College, Shreveport, La.
92. Dillard University,* New Orleans, La.
93. Flint-Goodridge Hospital of Dillard University,* New Orleans, La.
94. Gilbert Academy,* New Orleans, La.
95. Wiley College,* Marshall, Texas.
96. Southern Methodist University, Dallas, Texas.
97. Texas Wesleyan College, Fort Worth, Texas.
98. Weatherford College, Weatherford, Texas.
99. McMurry College, Abilene, Texas.
100. Westminster College, Tehuacana, Texas.
101. Lon Morris College, Jacksonville, Texas.
102. Southwestern University, Georgetown, Texas.
103. Samuel Houston College,* Austin, Texas.
104. Port Arthur College, Port Arthur, Texas.
105. Oklahoma City University, Oklahoma City, Okla.
106. Kansas Wesleyan College, Salina, Kans.
107. Baker University, Baldwin, Kans.
108. Southwestern College, Winfield, Kans.
109. Nebraska Wesleyan University, Lincoln, Neb.
110. Dakota Wesleyan University, Mitchell, S. D.
111. Polytechnic-Intermountain College, Billings, Mont.
112. College of Puget Sound, Tacoma, Wash.
113. Willamette University, Salem, Oregon.
114. College of the Pacific, Stockton, Calif.
115. University of Southern California, Los Angeles, Calif.
116. University of Denver, Denver, Colo.
117. Iliff School of Theology, Denver, Colo.
118. Wesley College (affiliated school), Grand Forks, N. D.

* Negro institutions.



